

Monitoring Report - Executive Limitations Policy EL-3, Staff Relationships

BOARD POLICY EXPECTATION

Concerning interactions with district staff, the Superintendent shall not fail to ensure an organized, mission-focused and empowering culture exists for all employees in the service of students.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-3 “Staff Relationships” per the monitoring schedule outlined in board policy. I certify that the information contained in this report is true as of August 20th, 2019.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret this expectation regarding staff relationships to mean the board believes the district must interact, support and communicate with the staff of the district in a positive and supportive manner. I continue to use a flat leadership model that creates ownership of initiatives, through collegial work, input, implementation and evaluation or review. Also, the district will behave in a manner that reflects the culture and environment of the community within which we serve. The district will always carry out its work in both a professional and ethical manner. Operating in this way will increase the likelihood that a positive and supportive learning culture will be developed for students and therefore maximize the opportunity for students to accomplish the expectations outlined in the Board’s Ends Policies.

REPORT

There are nine specific areas described in this policy. The following will address each specific area of EL-3 as best as possible. At the time of this report, I believe that the district complies with the Board’s expectations.

1. ***The superintendent shall not fail in having a long-term plan for the district that has gained the support of all stakeholders and is approved by the Board.*** **IN COMPLIANCE**

Our planning continues to be very organic and customized to the teams of learners that comprise our district. This would include the professional development of our entire staff. The foundation of our plans, whether they are at the classroom, building or district level, with students, staff or community, has at its foundation the Board’s Ends and Limitations policies. I believe that even though the board in the past has seen these policies as creating an ongoing long-term plan, I have intentionally created a more traditional strategic improvement plan for all three of our buildings and the district as a whole for the second year. We once again began this

process with the leaders of our three buildings in the spring. The principals then worked with staff to create SIP's (student improvement plans) with their staff in each building. The administrative team then spent time at the administrative retreat in August to build and refine a district improvement plan. All of these plans will be reviewed with staff one final time. The last step in this process will be the board's review and modification if necessary of the district plan. This will be done at our October meeting. This year's plan looks very much like last year's with a focus on STEM district-wide and improving our MTSS process for struggling students. We had much success with both of these initiatives last year and look forward to the continued work this coming year.

2. The superintendent shall not fail to provide positive, mission-focused professional development opportunities for all staff. IN COMPLIANCE

We have continued our mission to create meaningful and lasting professional development opportunities for all staff. Peter Rozenkranz has become the district gatekeeper for clock hours. Certificated staff is also encouraged to design their professional development opportunities for which they can request clock hours as well.

We have continued to develop and refine our district-wide shared professional development calendar that includes professional development offerings and opportunities both within and beyond our district. This last year we focused a large amount of our professional development time, energy and resources on STEM and problem based learning development for teachers across the district regardless of content or grade level. This has been well received and we will continue this work this year.

This year, based on new state law, we are required to provide 14 hours of training to all paraeducators. We will be funded for 7 of those hours. We have already met with our paraeducators to glean their priorities for training and we will use that input guided by our perspectives on the need to develop a training plan for the year.

3. The superintendent shall not fail to treat staff with respect, dignity, and concern for their well-being. IN COMPLIANCE

As with last year, this is a very broad expectation and simply goes to the root of how I and the district administrative leadership team treats, interacts with and supports various staff across the district. I continue to have a leadership philosophy of empowering people with new skills and responsibilities that in turn creates ownership of one's work. My daily interaction with staff is almost always rooted in "clearing the way" for staff to perform their duties for students in a more impactful, efficient and rewarding way. I believe in exposing staff members life passions that they hold outside of the traditional role they serve in the district and then finding a way for them to share those passions with students. Over the years, I have had great success with this philosophy and it has resulted in several programs in this district that are unique to us and have provided great opportunities for our students and energized many staff members. Also, we

have found a way to encourage, motivate and support growing our leaders from within and continue to have great success in doing so.

4. The superintendent shall not fail to handle personnel matters in a fair, appropriate and impartial manner. IN COMPLIANCE

In this area, I would cite the fact that three full years into my contract we've yet to have a grievance filed by either the union or the association. Certainly, the word "appropriate" would tend to indicate the board's desire to also protect the district's ongoing interest in the relationship with both of those groups. I feel that I have done that as well during that time frame.

5. The superintendent shall not fail to appropriately and effectively delegate decision making to the appropriate level in a manner that empowers distributed decision-making. IN COMPLIANCE

It has always been my philosophy and past practice to encourage staff to resolve issues and make decisions at the lowest level possible. By doing so we can increase the capacity of all stakeholders within the roles they serve or participate. It is also my philosophy to create a "flat" leadership model where the staff is encouraged to have the capability to assume responsibility and exercise judgment at their level. This model encourages and empowers staff while building ownership, not just "buy-in" on different district initiatives and decisions. I am very happy with the decisions made and level of responsibility that both our leadership team and other staff took over this last year. Pete Rosenkranz has risen to every challenge, Mike Nolan has hit the ground running and is a superstar with his staff, Lauri Landerholm continues to run a superb middle school while being our "safety" specialist. Carol Patton and Kurt Gray continue to be a great team at the high school while directors of departments and specialty areas make great decisions over and over. I couldn't be more pleased and proud of our leadership team. In many areas of the district including maintenance, curriculum, and technology, those departments have been given full budget responsibility with my oversight and with good mentoring, all departments were highly successful again this year in meeting all critical needs and remaining within their budgets. The overall participation of staff at the building level to create the building SIP plans is another example of distributed decision-making.

6. The superintendent shall not fail to recognize the good work that the staff achieves on behalf of students. IN COMPLIANCE

I continue to believe in and promote the importance of the simple, individualized personal "thank you," "atta boy" and "good job!" I believe this recognition of staff can occur in many ways in various locations and different forms like notes, "one-legged" conversations in the hallway and most importantly in front of their class when the opportunity arises!

7. The superintendent shall not fail to recruit the best staff possible to achieve the mission of the district. IN COMPLIANCE

Our district continues to enjoy a reputation as a great place to work, live and be a part of a great educational community. With that advantage, we know that if we continue the past practice of advertising and promoting positions with a wide net, we will succeed in attracting the most qualified individuals for our positions. This was once again the practice this “off-season”. We continue to do exit interviews with all employees when they leave to look for ways to make our positions the most attractive. This year, we didn’t have any employee leave us due to “working conditions” or unhappiness with our district. Connie Majors has done a great job with the process. It remains important to be in the market early for all positions to have the deepest pool possible and we will remain vigilant over our working environments for all staff. We continue to post all positions both inside and outside the district simultaneously to attract the best candidates possible.

8. The superintendent shall not fail to effectively manage employee union negotiations with minimal impact on district services to students. IN COMPLIANCE

We year we were the only district that did not experience a labor stoppage in Clark County. This was a result of many things including year-long relationship building that occurs every day between staff and leadership including the board and the superintendent. Although this year was a much more stressful negotiation, the district (think... board, teachers, classified, administration) worked together in the end to once again avoid a work stoppage. We have established a level of trust across our district that we are fair and respectful of all our employees for the work they do with our students. As mentioned in expectation #4 above, we worked with both LCEA and SEIU in good faith this last calendar year to address issues that could have a common benefit for both the district, our employees and our students. I know that this work has built trust and is allowing for a better relationship moving forward. Although this relationship may have been strained this year with LCEA, we will work hard to repair any damage done and move forward.

9. The superintendent shall not fail to implement a process for calendar development that allows stakeholder input. IN COMPLIANCE

We have and will continue to follow a process over the years to develop an effective and appropriate calendar that supports the mission of the district and works most effectively for the broadest group of stakeholders. We have continued our practice of implementing a two-year calendar process that supports long-term planning. As we move into the time frame for building next year's calendar, I will make recommended changes to the process again, if any. I am confident our process continues to meet the requirements of this expectation.